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ABSTRACT

This student guide is intended to assist persons employed as supervisors in recruiting, selecting, and inducting employees. Discussed in the first three sections are the following topics: the staffing process and the importance of good staff; recruitment and selection (job and ideal person profiles and job interview procedures); and induction (induction into the workplace, school leavers, and followup). Each of these sections contains an introduction, sections of instructional text that are interspersed with reinforcing learning activities, and a section summary. The fourth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). Concluding the guide is a unit review that reviews the objectives addressed in the guide, describes related extension courses, and lists recommended reference materials. (MN)

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An Open Tech Project

SUPERVISING INDUSTRIAL RELATIONS

87: Hiring People

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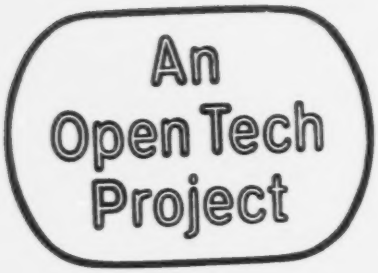
87: HIRING PEOPLE

Richard Holden



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Holden Richard
Hiring People (Number 87 in the CHOICE SERIES of learning units)

Series Editor: Harry V Pardue
Northern Regional Management Centre.

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WORKING GUIDE TO THIS UNIT IN YOUR DEVELOPMENT PROGRAMME

This Unit is now your personal property - it's not for handing back to your training officer or to a tutor. It is your working book.

The Contents will increase in value to you each time you write on one of its pages. This is a working text for your personal notes - without notes its value is limited.

Qualifications forget about certificates and diplomas - you don't need them for this programme. What you do need is the wish:-

* to do your job better
* for personal development

Your study time is really up to you - we guess you will need about 8 hours in total. But it's your time - spend as long as you like.

How am I doing? you can judge for yourself by checking out how well you cope with the tasks we call Activities and Self Checks which occur throughout the unit. You can also get the Tutor Check and/or the Work Based Project to your tutor for an unbiased view of your progress.

Work Pace it's really up to you and depends on your interest. However, if you do well on the Activities and Self Checks, you could afford to speed up a little. Of course, if you don't do as well as you expect then you could slow down a little or flick back into the unit for a quick review of the more difficult ideas.

When in doubt - ask or seek help from:

* your family and friends
* colleagues at work
* your company training staff
* other open learners
* your tutor, by phone, by a visit to your support centre or by dropping your tutor a line through the post.

Don't worry if what you learn doesn't seem to be of use to you now, remember that times change - it may be useful one day. Anyway, just knowing more improves personal confidence.

So now make a start:-

87: HIRING PEOPLE by Richard Holden

ABOUT THIS UNIT

As supervisor you will appreciate the value of having good people in your workteam. Coping with unsatisfactory staff is frustrating and can be costly in terms of poor standards of performance and discipline.

The purpose of this unit is to look at your role in staffing your workteam. We look at the importance of trying to ensure that when a vacancy does arise it is filled by the most suitable person available for the job in question.

The unit examines some of the practical ways in which effective employment decisions can be taken and how you can best influence the quality of new members of your workteam.

- - -

IN THIS UNIT WE WILL:

* discuss the importance of a good recruitment and selection procedure

* review the role of the supervisor in this process

* emphasise practical ways of ensuring that any person selected meets the needs and requirements of the particular vacant position

* help you to integrate any newcomer into your workteam.

- - -

AUDIO TAPE Side 1

Before you continue through the unit, you should listen to side 1 of the audio tape that accompanies the unit. You will find it useful if you refer to the unit objectives shown below whilst you listen to the tape. You may wish to make the objectives clearer to yourself by making a note or two on the page as you listen.

OBJECTIVES

When you have worked through this unit you will be BETTER ABLE to:

* understand the value of a systematic recruitment and selection process in developing an effective workteam

* prepare information for the construction of job and ideal person profiles

* participate in selection interviews with skill and confidence

* plan and implement good induction schemes in your work section

PART A THE STAFFING PROCESS

1. Introduction

From time to time all organisations have to take on new people. When this becomes necessary a series of tasks are involved to find, select and start suitable new people. This is the staffing process. In this first part of the Unit we will examine the contribution supervisors can make to the process.

2. The importance of good staff

Supervisors get things done through people. Their work teams do the work required. So most of your effort is focused on the need to develop a work team that can be relied upon to achieve consistently high standards of performance. This condition is not reached overnight and will take periods of careful supervision and training. But this job is made that much easier if

SUITABLE PEOPLE ARE RECRUITED TO
YOUR SECTION IN THE FIRST PLACE

Clearly it would be inappropriate to recruit someone to operate a complex machine who lacked basic manual dexterity. Equally, it could be unwise to take on someone with a high level of intelligence and sense of ambition if it is really only reliability to do a routine job that you need.

In both of these situations the supervisor is likely to face problems.

ACTIVITY 1
Time guide
3 mins

What sort of difficulties do you think you might face if someone was recruited to your section who was not well suited to the type of work you do?
Write down UP TO THREE examples in the space below

* _____

* _____

* _____

Well, what you answer to this activity will depend to some extent on your own experience and you may have noted other difficulties than these I suggest. But typical problems you might encounter are: failure to reach required standards; excessive lateness or absenteeism; discipline problems; lack of interest or motivation in job; an uneasy atmosphere with work colleagues

I think this helps us begin to see the importance of getting the right person in the first place. All of these problems are likely to have an effect on work performance, reducing the efficiency of your section.

Of course, with any newcomer a period of training may well be required. But it is important that people are taken on who at least have the potential to be as good as anyone else in your section. This will make any training easier and simpler and mean that they can quickly reach the standards you expect.

All of this leads us to a point where we can say that

AN EFFECTIVE STAFFING PROCESS IS VITAL TO
THE DEVELOPMENT OF AN EFFICIENT WORK TEAM

In other words, the consequences of engaging people who are not well suited to the type of work you do and the way you do it are likely to be costly both in terms of your time and the performance standards of your section.

SELF CHECK 1
Time guide
1 min

Respond to this statement by writing TRUE or FALSE in the space provided.

A high level of work performance is more likely to be achieved if greater effort is placed on training new people rather than in their initial selection. _____

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. It is important to take time and effort to see that any vacancy is filled by someone well suited to the job so I hope we can agree that the statement is false. As we noted some training may be necessary whoever is recruited but the training may have little impact on someone who is clearly unsuitable from the start.

3. Recruitment and Selection

3.1 The Process

Recruitment and selection is about finding and engaging suitable new people. It is a major part of the staffing process.

Reference 1
Page 56

It is often said that recruitment and selection is concerned with the future. In the book "Recruitment and Selection" this description is given:

"It involves making judgements and forecasts about how people will adjust to new work and how they are likely to behave next week, or next month, or next year".

This sounds rather worrying. Are we to conclude that recruitment and selection rests on hunches and guesswork about how an applicant for a job will perform if selected?

ACTIVITY 2
Time guide
5 mins

Think about what we have just said. How do you think we might begin to introduce an element of certainty and organisation into this process of taking on new people?

Write down any ideas you have.

I cannot be sure of your response but here are two suggestions to help us develop our thoughts: get to know the demands of the job to be filled; look for abilities in candidates that suit the vacant job.

You will recall that in Section 1 we said it is important that new people are well suited to the needs and standards of your section. This is critical if we are to fill vacancies effectively. It is also important that any new person is reasonably happy with what the job has to offer by way of pay, prospects and job satisfaction.

So, the key feature of recruitment and selection is that it is a MATCHING PROCESS.

THE ABILITIES, ATTITUDES AND DEVELOPMENT
POTENTIAL OF PEOPLE HAVE TO BE MATCHED AGAINST
THE DEMANDS AND REWARDS OF THE JOB

Having established this let's look in detail at what must be done to bring about this MATCH. It will help if we consider Recruitment and Selection as separate processes. We can think of Recruitment as representing the preparatory part of engaging new people. Two stages are important. Firstly, we need to be familiar with the job that has become vacant. What are the duties and responsibilities? Do we need specialist skills for the job to be done efficiently? Until we know these details we are not in a position to fill the vacancy with a suitably 'matched' individual.

A CLEAR PICTURE OF THE JOB TO BE FILLED

Stage 1 then of Recruitment is

ASSESSING THE JOB

Now we turn to our second task in the Recruitment process.

Suitable applicants must be encouraged to apply. It may be that you know someone personally who you think would be ideal but it is usually better to try and attract a number of suitable people so giving a wider choice. This may involve posting a notice or putting an advert in the local newspaper. And, of course, you would also have to consider whether you have suitable applicants working within the company in another department. An examination of staff appraisal forms should help you with this.

So, Stage 2 of Recruitment involves

ATTRACTING SUITABLE APPLICANTS

SELF CHECK 2
Time guide
3 mins

Put a mark against each of the following activities which are part of the Recruitment process.

a) Taking on two warehousemen to fill vacancies caused by retirement

b) Clarifying the technical content of a vacant operative job

c) Requesting an applicant for a vacant clerical job to attend for an interview

d) Contacting the Job Centre with details of a vacant machinist job

e) Checking on how much figure work is part of a vacant storeman's job

---

The answer to this self check is here in the following words, so you'll have to check out your answers carefully. I hope we can agree that the following activities are all part of the Recruitment Process; b) before someone is chosen to fill a vacancy it is necessary to assess the job. Knowledge that a job is highly technical in nature has important consequences if we are to match the job with a suitable new person; d) one way of attracting a number of suitable people is to send details of any vacancy to the Job Centre requesting them to search out possible applicants; e) it is important to establish these sorts of details early on. If considerable figure work is involved it would be unwise to choose someone who is weak in this area.

Now let's turn to SELECTION.

Whereas recruitment covers the preparatory stages of engaging new people, the term Selection is properly used for the later stages. Again two steps are involved.

Firstly, each of the applicants must be carefully considered to see who is most suitable. In other words

COMPARING THE QUALITIES OF THE APPLICANTS
AGAINST THE REQUIREMENTS OF THE VACANT JOB

This particular comparison is one which is close to that made in assessing an individual's training need. In this context a training need "is the difference between: the knowledge and skills which a task demands and the knowledge and skills that a person has". This is a quote from the Choice series unit 80: Training Plans. The quotation is relevant here, in that a candidate for a job who doesn't quite match the job requirement, may be able to be given suitable training to bring them quickly up to requirement. You might therefore find this unit on Training Plans helpful in this context.

EXTENSION 1
page 54

If application forms are used this will contain useful information on each person. But we usually need more than this and so we talk to them and they talk to us in Interviews. Here we can check on their level of knowledge, skill, experience etc. and try to assess their level of ability to do the job. So, our first stage in Selection involves

ASSESSING THE APPLICANTS

Having made a thorough assessment of applicants our second step in the Selection process is to focus attention on who is BEST suited to the vacant job. However, the BEST may not be good enough and so we may decide not to select anyone from this batch but try again. In the end a choice will be made and the successful candidate appointed.

So, the second stage in Selection is

MAKING A CHOICE

In all then we have identified four stages which make up the Recruitment and Selection process as a whole. Let's remind ourselves of what they are:

RECRUITMENT

* ASSESSING THE JOB
* ATTRACTING SUITABLE APPLICANTS

SELECTION

* ASSESSING THE APPLICANTS

* MAKING A CHOICE

Done with care the engagement of new people ceases to be a 'hit and miss' exercise and more a systematic process of

COLLECTING AND CONSIDERING RELEVANT EVIDENCE ABOUT JOB AND APPLICANT

In this way any newcomer to your section is likely to strengthen your workteam - the risk of a bad choice is reduced considerably.

SELF CHECK 3
Time guide
4 mins

Respond by completing each sentence with a suitable word or words.

a) Any new addition to your workteam should be someone whose qualities and capabilities _____ the demands and standards of your section.

b) The recruitment and selection process involves weighing up information about an applicant against a clear _____ of what the vacant job entails.

c) In this way the _____ of taking on someone who is not suitable is reduced.

The answer to this self check is here in the following words, so you'll have to check out your answers carefully. Typical words you might use are; a) I would have completed this statement with 'match' but 'suit' or 'meet' would be equally suitable; b) The immediate answer which springs to mind is 'picture': you may have used this or something similar such as 'understanding' or 'assessment'; c) I would have completed this statement with a word like 'risk' or 'danger'.

3.2 The Supervisor's role

The exact nature of your part in the process we have just described will depend on the sort of organisation where you work. It's probably true the job of taking on new people is too important to be left to the supervisor alone. But it's equally true that many supervisors feel that engaging new employees to work in their section is too important to be left to 'experts' in personnel.

It seems that the best result would come from a combined operation of the supervisor and the personnel staff.

ACTIVITY 3
Time guide
5 mins

Note down any ideas you have about why, as a supervisor, you should get involved.

_____

_____

_____

Whatever your particular job, think we would probably agree on these reasons for the supervisor being involved: you will be responsible for the new recruit; you are likely to be very familiar with the job in question - it may even be a job that you have done in the past; your views are important on who fills the vacancy; you know the rest of the workteam and what sort of a new person would fit in best.

You may have made other, similar points. Let's see how we can make more sense of these ideas in relation to the recruitment and selection process.

If someone leaves your section you may be asked by personnel or the section manager to explain what the previous job holder did. You may well be asked to justify the need for a replacement.

Now this is not always easy as most jobs tend to change over time. The development of new technology, for example, has meant that some jobs have disappeared and that others have changed noticeably in the tasks performed and skills needed. But, as supervisor you will be familiar with the work your section currently does and the way in which it is done. So, if a vacancy arises you are well placed to describe the work done by the person who is leaving. You are in a position to comment on the importance of the job in the light of present and likely future needs. In other words, as supervisor you are probably the best person to

ESTABLISH CERTAIN BASIC FACTS ABOUT THE VACANT JOB

We can call this collection of facts a Job Profile - in Part B of this Unit we will look at how to prepare a Job Profile.

In addition to this you are well placed to identify the sorts of characteristics and qualities that the new person will need to have. This may include details about the desired age of the person, skills and experience and also any points about personality that you think are important. In other words you can put together a picture of

THE KIND OF PERSON WHO WOULD BE BEST SUITED TO THE VACANT JOB

We can call this set of details our IDEAL PERSON PROFILE - Again, we will look in more detail at how to do this in Part B.

You may recall that earlier when we discussed the Recruitment and Selection we described each process separately. At this point it is useful to remind ourselves of what is involved in Recruitment.

SELF CHECK 4
Time guide
2 mins

Try to recall how we described the two stages of the Recruitment process.

Respond by completing each sentence with a suitable word or words.

a) Stage 1 involves _____ the job.

b) Stage 2 involves attracting suitable _____.

The answer to this self check is here in the following words, so you'll have to check out your answers carefully. a) The first stage in the Recruitment process is assessing and that is the word I would have used here; b) I would have completed the second statement with 'applicants' - the second stage involves attracting suitable applicants. However, other words with the same meaning are also suitable.

From what we have just said it is clear that the supervisor has an important part to play in providing essential information necessary when ASSESSING THE JOB. Few supervisors, however, become heavily involved in the second of our stages: ATTRACTING SUITABLE APPLICANTS. Normally this will be done by a Personnel officer. Of course, if you are consulted at this stage your familiarity with the vacant job and your description of the type of person you are looking for may well be helpful again.

Extension 2
page 54

When we come to SELECTION and the task of sorting through applications the supervisor is again ideally placed to help. Let's remind ourselves of the two stages involved.

SELF CHECK 5
Time guide
2 mins

Can you recall the two stages involved in Selection?

Respond by completing each sentence with a suitable word or words.

a) The first stage involves _____ the applicants

b) The second stage involves making a _____.

9

The answer to this self check is here in the following words, so you'll have to check out your answers carefully. If we use the same words which we have used earlier in the unit the answer to a) will be 'assessing' and to b) 'choice' though you may quite well have used words like 'measuring' or 'weighing up' in your first answer and 'selection' in your second.

So, with your understanding of what the job entails and your views on what sort of person would be best suited to the job, you are well equipped to help ASSESS any of the applicants.

Very often a candidate is first seen and interviewed by the personnel department and then passsed to the supervisor for comments. Some supervisors ask candidates to try their hand at a particular piece of equipment. Others prefer to have a chat with a candidate before giving them a quick look around the section. Whatever the exact nature of your involvement at this stage the important point that we can make is that the supervisor is in a good position to

LOOK FOR THE PERSONAL CHARACTERISTICS AND SKILLS NEEDED IN THE JOB AND SECTION

REFERENCE 2 page 56

In the book "Profile Of A Supervisor" it suggests that the final decision for engagement usually lies with the personnel department or with a member of senior management. So, although you may not be in a position to make the final CHOICE you are able to

COMMENT ON THE SUITABILITY OR OTHERWISE OF ANY CANDIDATES YOU HAVE SEEN AND TALKED WITH

and thus make an informed and valuable contribution to the eventual appointment.

SELF CHECK 6
Time guide 4 mins

Which one of the following best describes the contribution a supervisor can make to the recruitment and selection process?

a) a supervisor may personally be able to recommend someone who would fill a vacant position to good effect

b) a supervisor can provide first hand knowledge of the vacant job and the kind of person most suited to it

c) a supervisor can bring a 'down to earth' approach to the process of recruiting and selecting new people

d) a supervisor can offer helpful advice on the wording of a job advert for a local newspaper

---

The answer to this self check is here in the following words, so you'll have to check out your answers carefully. I think in this case we would have to go for b) as the statement which best describes what contribution a supervisor can make to the recruitment and selection process. b) When used to help guide the eventual choice this familiarity has real value in helping to minimise the risk of an unsuitable person being selected. The other statements are either too vague (c) or describe a contribution of lesser significance (a) and (d).

So far we have described the Recruitment and Selection process and looked at the part a supervisor can play in the different stages involved. The chart below provides an illustration of how a supervisor might be involved at these different stages.

Example: Recruitment and Selection in XYZ Ltd.

RECRUITMENT AND SELECTION PROCESS	XYZ Ltd.	XYZ Ltd: The Supervisor's part
ASSESSING THE JOB	The Personnel Dept. produce a detailed description of the vacancy to be filled.	The appropriate supervisor is asked to confirm all details are correct and to add any relevant information which may be missing.
ATTRACTING SUITABLE APPLICANTS	Suitable advertisements are drawn up by Personnel. Vacancies are normally advertised internally and externally.	No involvement
ASSESSING THE APPLICANTS	Personnel dept. examines applications and decides a shortlist of candidates for interview. Personnel officer interviews shortlisted candidates	Supervisor assists Personnel Officer in interviews and shows candidates around the section
MAKING A CHOICE	The final decision is made jointly by the Personnel Officer and the Supervisor	

Of course this is only an example. Things may well be done differently where you work. Before we finish this section it may help to reflect further on what does happen in your organisation.

ACTIVITY 4
Time guide
10 mins

The chart below is similar to the example we have just looked at. It lists the four stages that make up the Recruitment and Selection process. Indicate, briefly, what usually happens at your place of work at each stage. Then, again briefly, describe how you, as supervisor, might be involved at any stage in the process.

RECRUITMENT AND SELECTION PROCESS	MY WORKPLACE	MY PART
ASSESSING THE JOB		
ATTRACTING SUITABLE APPLICANTS		
ASSESSING THE APPLICANTS		
MAKING A CHOICE		

Don't worry if you're not sure what happens at any point.

Perhaps this is something that could be clarified by talking to a colleague at work.

Part B of this unit focuses on those techniques of recruitment and selection likely to be most help to you, as supervisor. But first let's complete our examination of the staffing process by looking at induction.

4. Induction

So far we have looked at recruitment and selection. But the staffing process does not end with the choice of the most suitable candidate.

When someone new joins an organisation they must be helped to settle in. This is the process of INDUCTION. It is an attempt to ensure that new starters start enthusiastically and adjust as quickly as possible to their new work situation. In this way we can help to develop the newcomer into a productive, efficient and satisfied member of our workteam in a short space of time.

Let's examine induction more closely by looking at the two procedures which are usually involved.

4.1 Induction Procedures

In many organisations induction consists of two activities. The first of these is often called PRIMARY INDUCTION. It covers

* Information about the organisation eg. history, structure, products/services

* Information about pay, hours, holidays, disciplinary rules, trade union etc.

So we can see that our first induction procedure gives newcomers an overall appreciation of the organisation and details of their conditions of service.

Now let's look at the second activity. Here newcomers are introduced into the section where they will be working. We can call this procedure SECONDARY INDUCTION. Attention is focused on:

* The job — Newcomers will naturally, want to know what part they have in the section and details of their duties. There may be important health and safety points to mention also.

* The workteam — It is essential that newcomers are accepted into the workgroup and feel at ease with them.

So, through a combination of the two procedures we are attempting to give newcomers not only essential information needed by any new starter but a sense of belonging.

SELF CHECK 7
Time guide
3 mins

Respond by completing the sentence with a suitable word or words.

a) PRIMARY INDUCTION gives the newcomer an overall _____ of the organisation.

b) SECONDARY INDUCTION concentrates on the immediate surroundings of the actual _____ the newcomer will be doing. One issue of importance here is that the newcomer is _____ into the workteam.

The answer to this self check is here in the following words, so you'll have to check out your answers carefully. a) PRIMARY INDUCTION is about what you are helped to learn and feel about a company when you join so I would complete thise statement with a word like 'impression' or 'appreciation'; b) SECONDARY INDUCTION is concerned with seeing the new starter on the road to becoming an effective employee so I would use a word like 'job' or 'work' to complete the first part of the statement and 'accepted' or 'integrated' to complete the second.

Let's make sure we're clear. Effective induction consists of two procedures. PRIMARY INDUCTION

INTRODUCES NEWCOMERS TO THE ORGANISATION
THEY HAVE JOINED

Whilst SECONDARY INDUCTION

INTRODUCES THEM TO THE SECTION WHERE THEY
WILL WORK AND TO THEIR NEW JOB

and

INTEGRATES NEW STARTERS INTO THE WORKTEAM

All of this cannot be achieved on a newcomer's first day.

It may help, therefore, to think of induction as a gradual process, not ending until the newcomer is totally accepted by his workgroup and working to standards expected.

Now let's consider the supervisor's part in this process.

4.2 The supervisor's role

You will recall we have identified two procedures:

PRIMARY and SECONDARY INDUCTION.

Usually PRIMARY induction is the responsibility of Personnel - they are well equipped to cover issues about the organisation as a whole. But the supervisor is best placed to relate these general aspects to the particular circumstances of the new starter. Of course in small organisations supervisors may find themselves doing both!

The supervisor's responsibility is very much one of EXPLAINING and SHOWING. For example,

* EXPLAINING their duties

* SHOWING them specific safety hazards

* EXPLAINING local conditions - bonus system, tea breaks

Integrating the newcomer into the workteam is rather different. A new employee must be introduced to work colleagues but as we have already said total acceptance and a sense of belonging do not happen immediately. This aspect of the supervisor's responsibility requires careful attention over a period of several weeks.

At this point it may help to clarify how induction is handled at your place of work.

ACTIVITY 5
Time guide
10 mins

Reflect for a moment on what usually happens at your place of work when someone new starts. Then, using the table below identify any procedure that would be best described as Primary Induction and those that would be best described as Secondary Induction.

Finally, using the second column, indicate whether the procedures you have described are the responsibility of Personnel; yourself, as supervisor; or some other manager or department.

You may want to remind yourself of what is involved in the two induction procedures by flicking back to page 13 where we described them.

INDUCTION	MY PLACE OF WORK	RESPONSIBILITY
PRIMARY INDUCTION		
SECONDARY INDUCTION		

If a personnel department is mainly responsible for primary induction you may not be fully aware of what they do. Don't worry about this. It is perhaps something you could try and find out over the next few weeks.

5 SUMMARY

* Careful choice of new people helps maintain the effectiveness of a work team.

* Systematic Recruitment and Selection aims to find people who will prove well matched to the jobs for which they are engaged.

* Recruitment and Selection involves four stages:

  Recruitment
  * Assessing the job
  * Attracting suitable applicants

  Selection
  * Assessing the applicants
  * Making a choice

* The supervisor is ideally placed to assist in recruitment and selection by providing information on
  * the vacant job
  * the sort of person who would be suitable and who would fit into the existing work team.

* Induction introduces a newcomer to the organisation and to their new job and integrates them into the work team.

PART B RECRUITMENT AND SELECTION

1 Introduction

We have examined what is involved in staffing and demonstrated how the supervisor can play an important part in making the process effective. Now we need to develop some of the practical techniques of recruitment and selection that are most likely to be of help to a supervisor. Firstly, we will consider the preparation of a job and ideal person profiles. Then we can look at how best to handle interview situations.

2 Job and Ideal Person Profiles

2.1 Job Profiles

In Part A we noted the importance of gathering together and checking out information about any vacant job. We called this ASSESSING THE JOB and it was our first stage in the Recruitment and Selection process. On completing this assessment a description, or PROFILE, can be drawn up which shows all the basic details about the vacant post. In some organisations the personnel department may produce formal Job Descriptions; you may have one yourself.

The point of all this is that:

FAMILIARITY WITH THE VACANT JOB HELPS DETERMINE THE SORT OF PERSON WHO WILL BE BEST SUITED TO IT

ACTIVITY 6
Time guide
10 mins

Think about the position you hold. In the space below outline, briefly, the nature of your job. Include whatever details you consider are necessary to give an accurate picture of the work you do.

_____

_____

_____

See how close our thinking is by comparing your responses to the responses that I make in the following words. You may have found this quite difficult to do, particularly if you are not familiar with how to describe a job briefly or have a job which is not easy to describe. Look again at what you have recorded. It is likely that you will have included information in some of the following areas: job title; main purpose of job; main tasks performed; circumstances surrounding the job.

Now let's look at an example of a simple, yet useful, job profile which makes use of these different categories of information.

Example of a JOB PROFILE

Job title	Printing machine operator
Department	Advertising section
Purpose	Prepares and operates various types of printing equipment to produce advertising documents to the required standards of finish
Main tasks	1 Sets up types of varying size 2 Sets up and operates various printing machines and ancillary equipment 3 Prints some plates from suitable negative 4 Uses camera to photograph art work for reproduction 5 Processes film using suitable methods and darkroom equipment 6 Records job requirements and material used 7 Maintains and cleans machines
Areas of difficulty	Ensuring accuracy in setting type and laying out work Using different types of equipment to carry out a variety of printing requirements
Circumstances and Rewards	Warm, well lit. Clean but some use of chemicals in dark room £4.50 per hour; shift and overtime working; profit linked incentive scheme 39 hour week Closed shop agreement in operation

In any job profile details about the main tasks are the central feature. But it does help to make more sense of these by including the job title, the department and a summary of the overall purpose of the job. Looking again at our example we can see that the job is divided into seven 'main' tasks. Each is described in one sentence beginning with an actual ACTIVITY or something which is DONE:

* SETS UP types . . .

* PRINTS some plates . . .

* RECORDS job requirements . . .

These descriptions are particularly helpful when we come to identify the SKILLS AND KNOWLEDGE required by the job holder to carry out the main tasks effectively.

Our example also provides information on any aspect of the job that is likely to create particular difficulty and on working conditions and financial rewards. If a job demands a high level of accuracy yet has to be performed in dirty and noisy conditions it is important to include these details in the job profile. They will help guide the eventual choice of who is best suited to do the job.

SELF CHECK 8
Time guide
3 mins

The following points describe aspects of a storeman's job. Which of the points should be included in a job profile?

a) a shift system is in operation

b) the stores are on the second floor of 'B' block

c) the job involves issuing stores items against departmental orders

d) some of the tasks require the use of a fork lift truck

e) the maintenance department service the fork lift trucks every week

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The answer to this self check is here in the following words, so you'll have to check out your answers carefully. All the points described in the self check related to a storeman's job but I hope we can agree that you would have to include a, c and d in a job profile. Let's look at them in detail for a moment. A shift system is in operation. a) The fact that a shift system is in operation is an important aspect of the job. It can be referred to under our Job Profile heading 'Circumstances and Rewards'; The job involves issuing stores items against departmental orders - c) Clearly this is a key task - it might even be a suitable statement of the overall purpose of the job; Some of the tasks require the use of a fork lift truck - d) This is another important feature of the job and would be best shown as one of the job's main tasks.

If we are in the position of recruiting a new storeman it is essential that we are aware of points such as these. Although the other two points tell us something about the job they would have little bearing on the eventual choice of a suitable person.

Let's now return briefly to our example of a job profile which followed our Activity 6. The format used is applicable to any job. The profile need not be lengthy. Indeed, kept brief and to the point they are more likely to be of use to you and others during the course of filling a vacancy.

ACTIVITY 7
Time guide
15 mins

Select one of the jobs in your section and draw up a job profile using the format we have established. If you know one of your workteam is shortly to leave then do a profile for this job.

Job Title _____

Department _____

Purpose _____

Main tasks _____

_____

_____

Areas of difficulty _____

_____

Circumstances and Rewards _____

_____

If you find this a useful way of recording and summarising the basic details about a particular job you might like to make further use of it. Feel free to photocopy it for your own use. Of course if formal Job Descriptions are produced by the personnel department then you may find these as helpful. But check to see that they are up-to-date and that you are happy with how they describe jobs in your work section.

So, we have suggested that when the need arises to recruit a new person it is important to check that the nature of the job they will do is fully understood. This familiarity with the job involves helps guide subsequent decisions about what will be required by way of skills and knowledge. A simple JOB PROFILE provides an effective tool for doing this. The next step is to decide the kind of person who would be most suitable for the vacant post. But this can only be done from an accurate job profile.

SELF CHECK 9
Time guide
2 mins

Respond to this statement by writing TRUE or FALSE in the space provided.

An up-to-date job profile provides the basis from which the essential requirements to do the work successfully can be determined.

_____

The answer to this self check is here in the following words, so you'll have to check out your answers carefully. I hope we can agree that this statment is true: knowledge of the main tasks and other important features of a vacant post help us to form a picture of the type of person who will meet all the requirements.

2.2 Ideal Person Profiles

Familiarity with the job that is to be filled by a new person enables a description to be drawn of the IDEAL candidate. In other words, as supervisor you can say precisely what sort of experience, know-how, skills and other personal qualities you feel the new job holder should have. This information is needed when we come to the first stage of the SELECTION process - ASSESSING APPLICANTS. Using an ideal person profile,applicants can be:

ASSESSED IN RELATION TO THE IDEAL AND NOT WITH HOW THEY COMPARE TO OTHER APPLICANTS

ACTIVITY 8
Time guide
4 mins

Look back to our example job profile which follows Activity 6. Imagine you are involved in recruiting someone to fill this job. What are some of the ESSENTIAL qualities that you feel the job holder should have. Make a note of two or three examples in the space below. I have suggested one to get you started.

* Know how to use all photographic and dark room equipment

_____

_____

_____

Given the same task I would add to my first requirement points such as: able to set up various types and set out work accurately; experienced in operating different types of printing machine; able to work shifts; willing to join the trade union.

The main thing about these points is that they are drawn from the information contained in the job profile. Check to see that the points you have made are similarly based on the job profile.

In identifying ESSENTIAL characteristics we are saying that there are certain requirements that the new person MUST have. Of course, we might not always be able to agree whether a particular quality is ESSENTIAL rather than just DESIRABLE. For example, it might be desirable that a new person has certain formal qualifications but not essential. Again, one supervisor might feel that a certain level of experience is vital. Another might take the view that this would be useful but is not essential.

SELF CHECK 10
Time guide
2 mins

Respond to this statement by writing TRUE or FALSE in the space provided.

Once a quality is identified as ESSENTIAL we are effectively saying that a person will not be employed without it.

_____

The answer to this self check is here in the following words, so you'll have to check out your answers carefully. If you feel that some specialist knowledge is essential then you are saying that anyone appointed to the new job MUST possess it, so this statement is true. Were you to be reasonably happy that any lack of specialist knowledge could be made up by a period of training then this would only be a DESIRABLE quality.

Let's stay with this idea of ESSENTIAL and DESIRABLE characteristics a little longer. The job profile provides the basic information to compile a list of essential and desirable features that will make up the ideal person profile. This task is made easier by grouping the information under three headings. Let's consider each in turn:

* KNOWLEDGE AND SKILL — What does the job holder need to know to be able to do the job? This may be about the machines to be operated, the materials or equipment used, or the procedures to be followed. What skills are required to do the job, eg use of certain equipment, manual dexterity, use of figures.

* QUALIFICATIONS AND EXPERIENCE	Are any formal qualifications required? What occupational training and experience should the job holder already have?
* PERSONAL FACTORS	What sort of person will best slot into the existing workteam? Is there an age limit? Should the job holder have above average strength? Might any domestic circumstances be important - eg no shift work?

Now, again using our job profile for the printing machine operator we can see how an ideal person profile is drawn up.

JOB TITLE: SENIOR PRINTING MACHINE OPERATOR

JOB REQUIREMENTS	ESSENTIAL	DESIRABLE
KNOWLEDGE AND SKILL	Know operating procedures for various types of printing machines Able to set type and lay out work to high standards of accuracy Know how to use all photographic and dark room equipment	Adaptability and flexibility in using different types of machines and equipment Be able to carry out minor repairs and maintain equipment in clean working order
QUALIFICATIONS AND EXPERIENCE	Some experience of operating printing machinery and equipment in a commercial environment	City and Guilds Certificate in Printing Experience of working in advertising
PERSONAL QUALITIES	Helpful and co-operative High standards of cleanliness and safety Willing to work shifts Willing to join trade union	Aged 30 - 45 Friendly and good humoured

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Most of the details here are drawn from our job profile. Additional points, - for example, some of the PERSONAL features - can be added from your experience of your section and how best your workteam operates. Also, there may be certain things an organisation insist its new recruits possess. For exmple, many have minimum standards of numeracy and literacy which all new recruits must meet. In the example above we have assumed that the organisation prefers to recruit QUALIFIED printers.

Let's now check our understanding of this technique.

SELF CHECK 11
Time guide
10 mins

A number of requirements for a vacant warehouse job are listed below

* must hold a current driving licence
* must be able to operate a forklift truck
* should have worked in a warehouse before
* should be physically strong
* must be willing to work overtime
* principles of warehouse layout

Using this list complete the profile below by writing in these SIX requirements in the appropriate boxes.

JOB REQUIREMENTS	ESSENTIAL	DESIRABLE
KNOWLEDGE AND SKILL		
QUALIFICATIONS AND EXPERIENCE		
PERSONAL QUALITIES		

JOB REQUIREMENTS	ESSENTIAL	DESIRABLE
KNOWLEDGE AND SKILL	Able to operate forklift truck	Principles of warehouse layout
QUALIFICATIONS AND EXPERIENCE	Current driving licence	Worked in a warehouse
PERSONAL QUALITIES	Willing to work overtime	Physically strong

The requirements which began with the word MUST are in the ESSENTIAL column, and those which began SHOULD are in the DESIRABLE column.

With a clear picture of the sort of person who you would like to see fill the vacancy a systematic process of assessing applicants can begin. In other words, the ideal person profile provides

A CONSISTENT YARDSTICK AGAINST WHICH WE CAN CONSIDER EACH APPLICANT

We will return to this process when we look at interviewing. At this point it may help to try and produce an ideal person profile for a job in your work section.

ACTIVITY 9
Time guide
15 mins

Flick back to Activity 7 and remind yourself of the profile you did for one of the jobs in your section. Now, using the format we have established draw up an ideal person profile for the same job. Don't forget, although your job profile will be a good base, it may not provide all the information you need to complete it. In relation to the section on personal qualities, for example, it may help to reflect on what sort of a person would slot easily into your workteam.

JOB TITLE:

JOB REQUIREMENTS	ESSENTIAL	DESIRABLE
KNOWLEDGE AND SKILL		
QUALIFICATIONS AND EXPERIENCE		
PERSONAL QUALITIES		

Should this job become vacant in the near future the information you have recorded here will help ensure an effective replacement is recruited. Even if you are not heavily involved at the stage of assessing candidates, being able to provide this sort of information will greatly assist the personnel section make a suitable choice.

Let's now recap on the main points we have made.

Before we can select a suitable new person to fill a vacancy we need to be familiar with the JOB and the TYPE OF PERSON most likely to match the requirements.

Two specific techniques

the JOB PROFILE and the IDEAL PERSON PROFILE

help produce a yardstick against which applicants for the post can be systematically considered.

We can now constuct a short checklist for use when assessing a vacancy in this way.

1 Get the facts about the job

- What has to be done?

- How it has to be done?

2 For each of the main tasks what is required by way of

- Knowledge and skill?

- Qualifications and experience?

3 What is required by way of personal qualities?

4 Identify essential requirements and those that are only desirable.

One final point. It is as important not to OVERSTATE requirements as it is not to UNDERSTATE them.

IF WE UNDERSTATE

what is required the new job holder is unlikely to be effective.

IF WE OVERSTATE

them we run the risk of recruiting someone who will quickly lose interest and motivation in the job and be looking to move elsewhere.

Now let's turn our attention to the process of assessing applicants and look in particular at interviewing.

3 Interviewing

As we have said earlier the first stage in the SELECTION process involves assessing applicants to see how closely they match the essential and desirable characteristics for the job. The interview is a long established method for doing this assessment.

EXTENSION 3
page 54

We can think of the interview as a conversation or discussion, usually on a one-to-one basis, but with a SPECIFIC PURPOSE. This is

TO CHECK OUT THE SUITABILITY OF EACH
CANDIDATE FOR THE JOB

Of course we do not usually interview every applicant for a job. Some preparation is essential in order to produce a short-list of candidates and to plan the interview to see that it does achieve its purpose. Let's look at what can usefully be done by way of preparing for the interview.

3.1 Preparation for interview

The application form is a valuable source of information and can help you plan the interview. Most application forms will provide details on:

* personal details eg age, health

* employment experience

* education/training

* hobbies and interests

As supervisor you are likely to meet some or all of the interviewees at some stage. A careful look through the different sections will identify any information you may need to check out, such as a gap in employment. It can give you ideas for questions. For example

* "Why did you leave Chapmans?"

* "What equipment did you use to . . . ?"

It helps to make a note of these points and ideas - you will need something to jog your memory when you are talking with the interviewee.

SELF CHECK 12
Time guide
3 mins

Respond by completing each sentence with a suitable word or words.

(a) The main aim in an interview is to _____ the suitability of a candidate against the requirements of the job.

(b) It is a conversation with a specific purpose and so before it takes place it is important to _____ carefully.

(c) Before an interview it is important to identify what additional _____ is required and to ensure that appropriate _____ will be asked.

The answer to this self check is here in the following words, so you'll have to check out your answers carefully. a) I think the main aim of an interview is to assess the suitability of the candidate against the requirements of the job so assess is the word I would use here. You may have used something like check which would do equally well; b) An interview needs to be planned if it is to be successful so I would have used plan or prepare to complete this statement; c) An interview is your opportunity to find out as much as possible about the candidates - I would complete the first part of this statement with information or knowledge and the second part with question - the usual means of finding out information.

As well as preparing the format of the interview, we may need to make other arrangements. Interruptions can be very disruptive and so it helps if callers and phone calls can be avoided. You may also want to check how well a candidate can handle a piece of equipment and so you will need to be sure it is available when required. We can now turn to the interview itself.

3.2 Handling the Interview

REFERENCE 1
page 56

Let's first look at what the authors of the book "RECRUITMENT AND SELECTION" have to say about the technique of interviewing.

> "Interviewing can produce abominable results. It frequently does; but the fault usually lies in the interviewer rather than in the assessment method."

Let's clarify the point that is being made. They are saying that the interview often results in the wrong choice of candidate. In other words, the best candidate may be overlooked. The reason for this is not the technique itself but the way it is handled.

ACTIVITY 10
Time guide
5 mins

Think about this last point for a moment. What do you think might be some of the features of a poorly handled interview? Make a note of any ideas you have in the space below. I have entered one to help get you started.

* Failure to put the candidate at ease.
* _____
* _____
* _____

What you have written is likely to be coloured by your own experience and responses to this may vary but typical problems are likely to be: failure to put the candidate at ease; failure to find out key information; when the interviewer talks too much; when the interviewer loses control over the direction and content of the interview.

In beginning to look at how best to avoid such difficulties let's first remind ourselves of its main purpose. The interview helps us to find out if a candidate will be able to do the job to the required standard and to check out if they will fit into the workteam. In other words, its purpose is

TO ESTABLISH WHETHER A CANDIDATE IS SUITABLE
FOR THE VACANT JOB

EXTENSION 4 page 54 — You'll find the part of the BBC Video "Who's for Training" that covers recruitment and selection helpful here.

EXTENSION 5 page 54 — You may also find it useful to look at what P W Betts has to say in Supervisory Studies about using the Seven-Point Plan to help you assess how suitable a candidate is for the job you are offering. The Seven-Point Plan is one of several well-tried ways of tackling to difficult problem of weighing somebody up in a brief interview.

Let's now develop some ideas which can improve the effectiveness of the interviewing technique.

Four suggestions in particular can be made:

- opening remarks
- questioning technique
- listening
- evaluation

We will look at each in turn.

Opening Remarks

The start of an interview is very important. An opening remark such as "Any trouble finding the place?" may help break the ice. A relaxed, friendly atmosphere will set the candidate at ease and get discussion going. It may help to explain how you are going to handle the interview.

Questioning Technique

The interviewer's choice of questions is important in helping control over the direction of the conversation and in guiding discussion to cover points on which information is needed.

To open up an area for discussion we need to ask OPEN ENDED QUESTIONS. In other words, questions that are not looking for 'Yes/No' answers or simple factual information. Questions that include words like 'why', 'how' or 'what' are usually good open ended ones. For example,

* "Why did you leave that job?"

* "How much involvement did you have with ...?"

The value of these sort of questions is that they give the interviewer more to go on in assessing the candidate.

These sort of questions also help PROBE something that has been said which seems worth going into more deeply, for example

"You mentioned problems - what sort of problems did you have to deal with?"

SELF CHECK 13 Which of the following questions are open ended?
Time guide
3 mins

(a) Did you start in the 'Returns' sections straightaway?

(b) Could you tell me about your present job?

(c) What are some of the difficulties with that new machine?

(d) Have you ever worked on a night shift?

(e) What sort of safety issues did that process involve?

The answer to this self check is here in the following words, so you'll have to check out your answers carefully. I would single out questions b, c and e as open-ended questions. These can't be answered with a simple 'Yes' or 'No' and would require the candidate to talk in more detail about his current job.

Whilst it helps to ask open ended questions, LEADING questions should be avoided. These are questions which expect the answer 'Yes' or which point the candidate to one particular answer. An example might be

"You do feel you'd be able to manage the paper work, don't you?"

The answer will be 'Yes' almost every time. So, questions such as this are unlikely to provoke either particularly true or full answers.

ACTIVITY 11
Time guide
3 mins

Consider the following extract from an interview between a supervisor and one of the candidates for a vacant job, John Harris.

Supervisor: Why did you leave Baileys?

John Harris: They transferred everything down South and I didn't fancy moving.

Supervisor: I see. Well, could you tell me about your present job?

John Harris: I work for TBI as a stock control clerk.

Supervisor: _____

_____

In the space provided suggest a suitable question for the supervisor to probe further into John's last answer.

See how close our thinking is by comparing your responses to the responses that I make in the following words. Here are two possibilities: 'And what does a typical day involve?'; 'Could you describe some of your main duties?'

Your version may be slightly different. Check, though, that it is open ended and also that it is not a leading question.

Listening

As in any conversation the interview is a TWO-WAY process. For at least half the time the candidate should be talking and the interviewer listening carefully to the replies. It can be very tempting to rush in with the next question before you have listened properly to any answer. This will leave you with little information to go on when it comes to assessing the candidate.

Attention to what the candidate is saying can also help you phrase the next question and so ensure that questions follow on from one another in a logical sequence.

Evaluation

At the end of the interview it helps to reflect back immediately and make any relevant notes or comments BEFORE seeing any further candidates or you may want to look over some notes which you made during the interview or jot a few points down now whilst you have the opportunity which occurred to you during the interview. (If you do make notes during the interview, remember to explain to the candidate what you are doing and why.)

SELF CHECK 14
Time guide
2 mins

Respond to this statement by writing TRUE or FALSE in the space provided.

The key questions you need to answer at the end of the interview are:

- is this candidate suitable for the job?

- how does this candidate compare with other candidates?

The answer to this self check is here in the following words, so you'll have to check out your answers carefully. The main purpose of the interview is to assess the suitability of the candidates and to see which comes out closest to the ideal profile, so we can say that both these statements are true. We do need to ask ourselves how suitable for the job an applicant is and how he compares with other applicants.

It is unlikely that a perfect match will be achieved. If the ideal candidate has not appeared a selection decision can be made on the basis of a calculated risk rather than a 'shot in the dark'. Of course if none of the applicants come close it may be better to begin the process again rather than accepting someone who is clearly not good enough.

In practice the information required to make these decisions will come from the interview PLUS any prior information obtained from the letter of application or application form. It needs to be compared to the ideal person profile. A form using the same categories as the ideal person profile can help summarise the key points.

Let's look at an example.

Candidates name: _____

Job Requirements	Comments
Knowledge and Skill	
Qualifications and Experience	
Personal Qualities	
Overall impression	

We are now in a position to draw up a short checklist for use when interviewing.

CHECKLIST

Things to do	Things to avoid
1 Prepare for the interview	1 Leading questions
2 Put the candidate at ease	2 Interrupting the candidate in mid-answer
3 Ask open ended questions	3 Talking too much
4 Probe as necessary	4 Losing control over the direction of the interview
5 Compare information about the candidate with the job requirements	

One final point.

Although the main purpose of the interview is to find someone who appears to be particularly suited to the vacant job, it is also important to ensure that each CANDIDATE has an accurate picture of the job. Every opportunity should be given to the candidate to ask questions and check out aspects of the job which they might be unsure about. There is little point trying to gloss over any unattractive features - any new employee who believes they were misled may prove to be a problem before too long.

4 Summary

* Certain PRACTICAL TECHNIQUES can improve the effectiveness of recruitment and selection.

* Details about the vacant job can be recorded in a JOB PROFILE

* A description of the person most likely to match requirements can be done using an IDEAL PERSON PROFILE.

* In this way a YARDSTICK is produced against which applicants for the job can be considered.

* If the interview is successfully to assess the suitability of applicants it must be CAREFULLY PREPARED.

* Attention to the way the interview is CONTROLLED AND DIRECTED will help ensure that the required information about the candidate emerges.

PART C INDUCTION

1. Introduction

It is important to back up our careful choice of a new employee by seeing that when they start work they are properly introduced into the organisation. You will recall from Part A that the responsibility for induction is often shared between personnel and the supervisor. Let's now develop our ideas on how best the supervisor can introduce a new starter into the work section.

2. Induction into the work section

Most people feel a little apprehensive about a new job - especially those starting their first job. New starters are anxious to find their feet and settle into their new jobs as quickly as possible. Careful and considerate introductions to the people they are to work with and familiarising them with their place of work will help them settle in, build their confidence and induce a sense of belonging.

Think back for a moment to what we said about starting off an interview. Just as it was important there to get the interview off to a good start it is the same with a new starter's first spell in their work section. There is little doubt that

FIRST IMPRESSIONS ARE IMPORTANT

It is not unknown for new starters to spend their morning sitting on their own in the supervisor's office. It will help if we can

* provide a warm welcome
* put them at their ease
* have prepared the necessary formalities eg clockcard, overalls

This will create the right atmosphere from which to begin explaining and showing them what they need to know about the job and section.

ACTIVITY 12
Time guide
5 mins

Imagine that a new person is starting in your section tomorrow. Make a note in the space below of some of the most important things you would want them to know.

* _____
* _____
* _____

Your response may have been influenced by whether or not any induction is done by personnel. But, even when we focus on the worksection there is often much to cover. The following points represent some of the more important areas: rules, procedures and formalities of the section; health and safety matters; the job and work colleagues.

Let's take a closer look at each of these in turn.

2.1 Rules, procedures and formalities

The sort of information which needs to be covered here would include

* signing in/clocking on procedures
* rules about lateness, absenteeism etc
* working arrangements, tea breaks

It may be necessary to check out the new starters understanding of their terms and conditions of employment. There may also be 'local' issues, such as the bonus system, to clarify. You may find it useful to read what David Evans has to say on this in Supervisory Management.

EXTENSION 6
page 55

It is easy to forget to explain the things that 'everybody knows'. The newcomer should be

* shown the nearest toilet
* told where (and when) smoking is allowed
* shown where any bags or coats should be left

Our second area of concern is that of health and safety.

2.2 Health and safety matters

Under the Health and Safety at Work Act all employers have a responsibility to provide such information and supervision as is necessary to ensure the health and safety of all employees. It makes sense, therefore, to begin this straightaway. Any delay may lead to an accident that could so easily be avoided. Different work situations will pose different problems but it's worth thinking about

* danger areas, special hazards
* fire hazards and procedures
* protective clothing

SELF CHECK 15 Respond to this statement by writing TRUE or FALSE in the space provided.
Time guide
2 mins

Information about health and safety may not be required by someone starting work in a relatively safe area.

The answer to this self check is here in the following words, so you'll have to check out your answers carefully. Health and safety is a matter for everyone. No work area is perfectly 'safe' and all new starters need to know about fire drills and procedures. So, we would have to say that this statement is false and make sure that health and safety training was high on our priority list for induction training.

3.3 The job and work colleagues

Understandably most new employees will be particularly anxious to find out more about their job in the section and to meet their new work colleagues. Integrating a newcomer into an existing work team is not always easy and may take several weeks. It is important that the supervisor recognises and is prepared for this.

Much embarrassment can be saved if the section as a whole knows someone new is starting and knows their name. Many supervisors put new employees with someone from their section whilst they find their feet. If you don't already do this it might be worth considering - though care should be taken over the choice of person.

In explaining anything about their duties it is important to make very clear what you want from them in terms of initial performance and work standards. Of course a period of job training may well be required. Whilst this is not part of the induction process it will help if the new employee can be told exactly what training they will receive.

SELF CHECK 16 Respond to this statement by writing TRUE or FALSE in the space provided.
Time guide
2 mins

The supervisor's responsibility for induction ends when the newcomer's work reaches a suitable standard.

The answer to this self check is here in the following words, so you'll have to check out your answers carefully. It is also very important to be sure that the newcomer has settled into the work team and is accepted by them. Being able to do the job to a satisfactory standard alone won't necessarily make somebody a productive member of the team. So I hope we can agree that the statement is false.

Let's take stock of what we have covered so far. We have focused on three areas that are likely to be of particular concern to a supervisor faced with the responsibility of inducting a newcomer into the work section. These are

* rules, procedures, formalities of the section

* health and safety matters

* the job and work colleagues

There is little doubt, though, that there may be a vast number of points to communicate to the new employee at some stage. A complete checklist may be a useful aid in ensuring that everything gets covered.

Let's look at one possible set of guidelines.

3.4 CHECKLIST FOR INDUCTION

Terms and Conditions

* pay
* hours
* bonus, shift, overtime
* holidays
* rules
* sickness
* pension scheme

The work section and where the job fits in

* tour of section
* organisation of section
* functions
* duties
* standards
* quality
* work colleagues
* co-operation

Departmental rules, procedures and formalities

* timekeeping
* absenteeism
* smoking
* discipline
* tea and meal breaks
* toilets and cloakroom
* trade union
* time off
* telephone calls

Health and safety

* special hazards
* first aid
* accident procedures
* protective clothing
* fire precautions
* fire drill

If you feel this list might help you then feel free to photocopy it and use it next time someone new starts in your section. Alternatively you may wish to modify it in some way to reflect your particular circumstances or responsibilities.

One further point. Look back at our checklist for a moment. Even if we have only to cover a half of this it is a lot of information for a newcomer to take in. An attempt to cover it all at once may mean that much of it goes in one ear and straight out of the other! So, any way of doing bits at different times is likely to be more effective. And, of course, it may be necessary to go through certain things more than once.

It's pretty obvious that not all new starters will settle in quickly and easily. Before we finish this part of the unit, therefore, it's worth looking at one sort of newcomer that does demand particular attention during the induction - the school leaver.

3 The School leaver

Many school leavers have no first-hand experience of working life and find it difficult to make the change from school to work.

ACTIVITY 13
Time guide
5 mins

What do you think some of the main differences are between school and work which may explain this problem? Note down any ideas you have in the space below. I have included one to help get you started.

* Longer hours
* _____
* _____
* _____

Some of the main differences include: longer hours; less varied activities; health and safety hazards; trade union activities. You may well have thought of other points. All of these mean that a supervisor has a SPECIAL RESPONSIBILITY for helping young people adjust to their new situation. Health and Safety matters will need to be explained more carefully. If a trade union is recognised it makes sense to introduce the youngster to the shop steward or staff representative.

Over and above these considerations it is worth keeping a special watch of the youngster's progress over the first few weeks and giving them as much encouragement as possible.

4. Follow up

We have already said that it may take some time before a new employee really settles in. From time to time it is important for the supervisor to check that work performance is developing satisfactorily and that there are no problems. It is also worthwhile talking to others in the work section to checkout how well they feel any new person has fitted in.

SELF CHECK 17 Respond by completing each sentence with a suitable word or words.
Time guide
5 mins

(a) An effective induction process will ensure that the new employee works effectively, safely and feels _____ a work team.

(b) A supervisor may need to give extra attention to the induction of school leavers where the _____ between school and work is most apparent.

(c) In checking out the effectiveness of induction it's worth _____ others in the work section to get their views on how well a newcomer has settled in.

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. a) Effective induction should make a newcomer feel at home and accepted so I think something like 'part of' or 'at ease with' would be suitable words to complete this statement; b) Leaving school and starting work can be quite a hurdle for young people. As supervisors we need to be aware of the difference or change in their way of life. I think either of these words - difference or change - would suitably complete the second statement; c) There's no substitute for finding the time to talk to members of your section about how things are going - including how a newcomer is settling in. So I would complete this statement with something like 'talking' or 'chatting to' others in the workteam.

5. Summary

* Good induction can set the pattern for an employee's whole future with that organisation.
* A newcomer must be helped to feel 'at home'.
* Much information will need to be passed onto the new starter - a checklist can ensure that important items are not overlooked.
* It may take several weeks for a newcomer to feel part of the workteam and to be working to satisfactory standards.
* School leavers may present special problems.

PART D PERFORMANCE CHECKS

1 End Check

Time guide 60 mins

You may review your understanding of the Unit as a whole by completing this group of questions. DON'T GUESS THE ANSWERS - if you're not sure, flick back into the Unit and check before responding.

If you are still unsure then put a question mark against your response before proceeding.

TRUE/FALSE

1 An organisation is only as good as the people of which it is composed. _____

2 It is not possible to introduce any degree of certainty into the recruitment and selection process. _____

3 Assessment of the vacant job provides the basis for all susbsequent recruitment and selection decisions. _____

4 A job profile is not needed prior to interviewing short-listed candidates. _____

5 It is good practice to overstate job requirements so as to improve the chances of recruiting a first class person. _____

6 Once a requirement is identified as ESSENTIAL it effectively means that a person will not be employed without it. _____

7 The question -

"Why do you want to work in Distribution?"

is an open-ended question. _____

8 Induction is equivalent to initial job training. _____

9 The supervisor is not the best person to comment on any personal qualities that may be needed in a particular job. _____

COMPLETION

Respond by completing each sentence with a suitable word or words.

10 In recruitment and selection the abilities and personal qualities of people have to be _____ with the requirements of the vacant job.

11 The four stages in Recruitment and Selection are

* assessing the _____
* attracting suitable applicants
* _____ applicants
* _____

12 The basic details about a vacant job can be recorded and summarised in a _____

13 When drawing up an ideal person profile information can be grouped under three headings

* _____ and skill
* qualifications and _____
* _____ factors

14 As well as telling a new employee about their new job and work situation every effort should be made to _____ them into the workteam.

MULTIPLE CHOICE

Respond to each question by putting a mark against the ONE answer which is most correct.

15 Which ONE of the following statements best define the recruitment and selection process:

(a) Matching applicants' abilities and qualities with the requirements of a particular job

(b) Ensuring that the best person possible is appointed to a new job

(c) Weighing up candidates' skills and abilities

(d) Comparing the abilities and qualities of applicants with job requirements

16 Which ONE of the following statements best describe an ideal person profile:

(a) A statement about what qualifications and experience the new job holder should have

(b) A profile of the most suitable person for the job

(c) Details of essential and desirable characteristics that the new job holder should possess

(d) A description of the person who is most likely to fit into the existing work team

17 Which ONE of the following is a closed question:

(a) What was your day-to-day involvement in stock control?

(b) How much day-to-day involvement did you have in stock control?

(c) Were you involved in stock control on a day-to-day basis?

(d) How did you control stock on a day-to-day basis?

18 Which ONE of the following tasks is part of the selection process:

(a) Asking an interviewee to describe one of their previous job responsibilities

(b) Checking on how much figure work is part of a job

(c) Agreeing that any new person need not have clerical experience

(d) Contacting the Job Centre with details of a vacancy

19 Which one of the following is most likely to minimise the risk of taking on someone unsuitable.

(a) Carefully examining all the application forms

(b) Taking on someone who has been recommended by word of mouth

(c) Asking open rather than closed or leading questions in an interview

(d) Taking care not to overstate or understate the requirements of a vacant job

20 Which ONE of the following best describes a selection interview:

(a) A conversation, between inteviewer and interviewee, with a specific purpose

(b) A series of questions designed to find out more about short listed candidates.

(c) An informal discussion between interviewer and interviewee

(d) A process of checking details given in an application form

21 Which ONE of the following is most likely to put a candidate for interview at ease:

(a) A question about their most recent job

(b) A statement about the format of the interview

(c) A question about their journey to the interview

(d) A question about one of their hobbies or interests.

22 Which ONE of the following types of information is it most important that a youngster starting a job for the first time should be told:

(a) The location of the nearest toilet

(b) Health and safety matters

(c) Departmental rules and regulations

(d) The name of the local shop steward

END CHECK - Checkout

Audio Tape Side 2 Time guide 35 mins

The answers and explanations for these End Checks are on Side 2 of our Audio Tape. Have your responses with you as you play this tape. As you listen you can check out how well you have done and make notes as you proceed.

2 Tutor Check

Time guide 60 mins

Read the following case incident, then deal with the accompanying questions.

Part One

Ron Taylor is supervisor of the B.L.B. Ltd. Central distribution office.

Due to a sudden and serious illness a vacancy has arisen in his section for a stock control clerk.

In accordance with Company policy the vacancy was notified to senior management and eventually Personnel were given the go ahead to replace the person who had been forced to leave.

Although Ron knew that approval had been given he had heard nothing further from Personnel. It came as a complete surprise when he returned from lunch one day to find a message saying that interviewing had been taking place that morning. There was also a request that Ron be available after lunch to 'check over' two candidates thought to be the best of the bunch.

Part Two

Ron was able to see both candidates. One was a lad in his late teens; the other, a woman of about 27. He had felt it best not to beat about the bush and so had started both interviews with:

> "Well, Mr/Miss _____, set out your stall. Why should we hire you?"

He followed this with a number of other questions and then took each candidate out into the office and asked them to have a go at putting some figures into one of the department's computer terminals.

Neither candidate had impressed him and he didn't feel either were really well suited to the job. After the second candidate had left he went over to see the Personnel Manager.

Part Three

Ron explained to the personnel manager that the lad had been very 'mouse like'. He added: "You know what they're like in our office - they'd eat him alive!"

The personnel manager then asked what he had thought of the second candidate.

"Well she was a bit more perky but I don't think she'd be able to handle putting the 'returns' figures into the computer system." He went on to explain that her figure work had been poor and that she had no experience whatsoever of using a visual display unit.

The personnel manager queried whether in fact this was a major part of the job.

Ron was amazed. "Yes, it's over half - all the returns from the regional offices are fed directly into the system."

Ron and the personnel manager further compared their notes and eventually agreed that neither of the two candidates were particularly suitable for the job in question.

QUESTIONS

You only need to write ONE or TWO sentences against each question.

Part 1

a) Why do you think that Ron was surprised to get the message from Personnel that interviewing was underway for the vacancy in his section!

b) How might Ron have helped in the recruitment process?

Part 2

How might Ron have handled the two interviews he did differently?

Part 3

What does the conversation between Ron and the personnel manager suggest has gone wrong?

Send to Tutor

Now get your answers to your study tutor either by post or handing it over personally. You will receive your tutor's assessment and comment back through the post as soon as can be managed.

3 Work Based Project

Time guide 60 mins

Having dealt with the topic Induction in Part A, you will be clearer about the extent of your responsibility.

1) Prepare an induction programme that would be suitable for an adult new starter into your section. You might find the checklist we developed in Part C, Section 3.4 helpful.

2) Provide details of how this would be organised i.e.

- length, timings etc.
- areas to be covered
- who would be involved, other than yourself
- special arrangements

3) Indicate if there would be any diference to the induction programme if the new starter were a school leaver.

Don't forget, an induction programme may well be more effective if it is not all crammed into a new starter's first day.

Send to tutor

Now get your answers to your study tutor either by post or handing it over personally. You will receive your tutor's assessment and comment back through the post as soon as can be managed.

PART E UNIT REVIEW

1 Return to Objectives

Having completed your work on this unit, let's review how you feel about each of our four opening objectives. I will repeat them here and add comments to each.

Our first objective was

You will be better able to:

* UNDERSTAND THE VALUE OF A SYSTEMATIC RECRUITMENT AND SELECTION PROCESS IN DEVELOPING AN EFFECTIVE WORKTEAM

Our focus in the Unit was on the importance of MATCHING a new person to any vacancy. If you can now think of some of the benefits that a good MATCH can have, both for the individual and the workteam, then you have met this objective.

Our second objective was

You will be better able to:

* PREPARE INFORMATION FOR THE CONSTRUCTION OF JOB AND IDEAL PERSON PROFILES

At the heart of a systematic recruitment and selection process are accurate details about the vacant job and the person most likely to match requirements. You should now be able to make better use of your familiarity with jobs and people in your section to assist the process of finding and taking on the right sort of new people.

Now to our third objective

You will be better able to:

* PARTICIPATE IN SELECTION INTERVIEWS WITH SKILL AND CONFIDENCE

If, when you are taking part in, or thinking about, an interview you should be able to recall some of the techniques which help improve its effectiveness as a method of selection. This knowledge will help you prepare for interviews and ensure that useful information emerges from your discussion with a candidate.

Finally, our fourth objective

You will be better able to:

* PLAN AND IMPLEMENT GOOD INDUCTION SCHEMES IN YOUR WORK SECTION

Any new starter needs to be introduced and integrated into their new work section. If you have met this objective you should be able to write out a suitable programme for the new starter's first few weeks and identify when and how they should be introduced to different aspects of their new job.

I hope that the work you have done was enjoyable and useful enough to encourage you to continue in your studies.

2 Extensions

I recommend that you take up as many of these extensions as you can. They will further increase your understanding and interest. You will also be able to check out a number of the ideas that I mention in the Unit. The extra time and effort will prove very worthwhile.

EXTENSION 1 Choice Series Unit 80: Training Plans

Author: Richard Holden

Publisher: Northern Regional Management Centre

This unit deals with the analysis of training needs and the planning necessary to provide any required training. It is therefore of relevance when making assessments about the suitability of a job applicant for a particular job. You'll easily see how close these two processes are.

EXTENSION 2 Book: Supervisory Management

Author: David Evans

Publisher: Holt, Rinehart and Winston

In Chapter 11 the author discusses the process of attracting suitable applicants. The same chapter also covers many of the issues which feature in this Unit. You may find it useful to widen your learning experience of recruitment and selection generally.

EXTENSION 3 Book: Recruitment and Selection

Author: Philip Plumbley

Publisher: Institute of Personnel Management

The technique of interviewing is described in greater detail in Chapter 3. The author also discusses other selection techniques which will enable you to increase your knowledge of methods of assessing candidates.

EXTENSION 4 Video: BBC TV series "SUPERVISORS"
No 6 "Who's for Training"

Despite its title this video has a useful section which covers the face to face selection interview situation.

EXTENSION 5 Book: Supervisory Management

Author: P W Betts

Publisher: Macdonald and Evans

In Chapter XIII the author deals with interviewing and the use of the Seven-Point Plan to help you assess the suitability of candidates.

EXTENSION 6 Book: Supervisory Management

Author: David Evans

Publisher: Holt, Rinehart and Winston

In Chapter 12 the author examines certain legal aspects that concern the new starter, as well as induction issues more generally.

These extension opportunities can all be taken up via your Support Centre.

They will either have the materials or will arrange that you have access to the materials. However it may be more convenient to check out the materials with your Personnel or Training people at work - they may well give you access. There are other good reasons for approaching your own people, for example they will become aware of your interest and you can involve them in your development.

3 References

REFERENCE 1 Book: Recruitment and Selection

Author: Philip Plumbley

Publisher: Holt, Rinehart and Winston

REFERENCE 2 Book: Profile of a Supervisor

Institute of Personnel Management Information

Report No 17

Publisher: Institute of Personnel Management 1975

These references can all be taken up via your Support Centre. They will either have the materials or will arrange that you have access to the materials. However it may be more convenient to check out the materials with your Personnel or Training people at work - they may well give you access. There are other good reasons for approaching your own people, for example they will become more aware of your interest and you can involve them in your development.

If you do wish to make use of these references then don't think that you must read them right through. Just dip into them for a slightly wider treatment of the topic raised by the unit.

I should warn that the language and style of the writing is often difficult to cope with. So don't struggle with it too much. Do what I do when in difficulty, put the book back on the shelf and find a better one!

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